

EAGLE'S EYE

Volume XLII, Number 1

December 2011



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BYU

BRIGHAM YOUNG
UNIVERSITY



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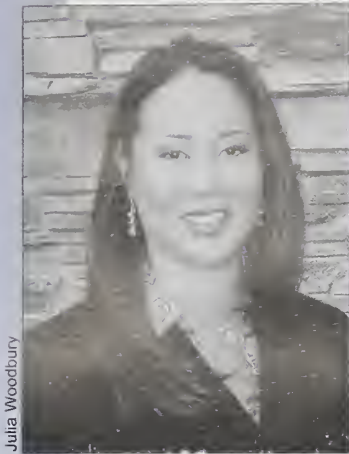
14 ALUMNI

Cover (Mark A. Philbrick) L-R: Cindy Terry Norton, Passie Roy, and Hank Nelson pose for Lamanite Generation. They represent Latin, Native American, and Polynesian cultures. The dances performed by Lamanite Generation and Living Legends have beautifully spotlighted these cultures for forty years and the Spirit they have conveyed has touched the lives of many. See story on page 16.

Inside Front (Mark Walus): SOAR students are given the opportunity each year to take part in fun and exciting activities. The ropes course helps challenge participants mentally and physically, promoting growth and perseverance. See story on page 24.

Inside Back (Photo by Ryan Fisher): BYU hosts the yearly Harold A. Cedartree Memorial Dance Competition, or Pow Wow, every March as part of BYU's Celebration of Culture Program. Students have the opportunity to understand and gain a greater appreciation of various cultural groups that exist at BYU by participating in the different events during the Celebration of Culture Program. See story on page 28.

FROM THE *Director*



Julia Woodbury

When we think of pioneers, we usually think of the Saints who traveled across the plains in the United States under extreme and challenging circumstances. We are inspired by the tremendous sacrifices they made in order to follow and live their faith. We are saddened by those who mocked and persecuted them, sometimes including family members who were not supportive of their efforts or their beliefs. We are

amazed by their spirit of perseverance, strong work ethic, and dedication to the gospel. And we are in awe of the selflessness they displayed by putting the general welfare and community goals over individual benefits. There was a clear vision of establishing Zion, not only as an end result, but as a process and a journey as a people. Brigham Young University (BYU) has many students in attendance who come from inspirational pioneer stock who possess a rich legacy they can continue to follow and build upon. However, by definition a pioneer is someone who is the first to open or prepare a way so BYU also has current pioneers who are blazing the trail for their posterity to follow and are in the process of establishing their own legacies.

One example of current pioneers is the first generation college students who with hope and faith set foot on our campus to carve their own niche. They are the first in their family to start on the trail of higher education. Another example is those who leave diverse communities where their cultural and ethnic backgrounds are the majority of the population to a campus where they now represent a small minority. A final example of current or new pioneers is those who pursue additional schooling even though their families do not expect or want them to do so. Sometimes there is pressure to work and help the family financially instead of paying scarce or nonexistent funds to attend a university. There are many more examples of modern day pioneers than these mentioned above. All pioneers overcome difficulties and challenges and their success and journeys inspire others to follow. Nevertheless, pioneers do not have to complete their journey on their own without any assistance.

Our office is exerting efforts to identify and assist these current pioneers through their journey in higher education. We realize they too have made tremendous sacrifices in order to follow and live their faith, pursue new opportunities, and demonstrate their spirit of perseverance, strong work ethic, and dedication. Just as I am in awe of the pioneers who crossed the plains, I am amazed by those who attend BYU

despite the challenges they may face back home and on our campus. Just as the pioneer community displayed selflessness by putting the general welfare and community goals before individual benefits, we likewise need to unite as a campus community and be constantly watchful of ways we can assist and strengthen these priceless current pioneers. They may feel like they are venturing out on the trail of higher education on their own but we can proactively seek them and encourage them to find strength, assistance, and safety with others on the same trail. President Thomas S. Monson has said, "Oh, how the world needs pioneers today!" May we be ever cognizant of one another as we make the journey of higher education together. May we look beyond our own trials and challenges and find ways in which we can help each other be successful members of our wonderful BYU community and inspire others to likewise follow.

Lisa Parkinson

Director, Multicultural Student Services

EAGLE'S EYE *Staff*

Every year brings challenges at *Eagle's Eye* that the staff must work to overcome. This can be a tricky layout problem, describing an event well enough to do it justice, or losing experienced staff members. However, all of the employees at *Eagle's Eye* are ever ready to learn something new in order to keep things on track.

This year we welcomed Kaytlin Behag, Raul Herrera, Marlena Smith and former employee Mark Walus to the *Eagle's Eye* team. We lost the three-year experience of Samantha Cope, who left to serve a mission in July to the Philippines, Quezon City mission. The past months have involved hard work and critical thinking, as each of us has tackled new assignments that required adaptability and quick learning. Each new set of employees tries to pick up where the last group left off.

As staff members at *Eagle's Eye*, we enjoy the opportunity to document the wonderful events Multicultural Student Services organizes each year. It is truly a blessing to witness from the sidelines how the office impacts people's lives for the better. The office has a powerful ability to inspire others to reach for their goals. At *Eagle's Eye*, we feel at one with these efforts as we strive to improve ourselves each day. Whether it's our writing, photography, layout, or editing skills, we always have something to develop. Our job can be extremely fulfilling because of the spirit that surrounds the environment we work in and the events we write about.



Kaytlin Behag
Pala, California

Joining *Eagle's Eye* is a great blessing I've been given as a freshman at BYU. Through this amazing opportunity, I anticipate growth in my appreciation for various cultures outside my own, my writing skills, and my involvement with this outstanding university. I'm excited to learn from the amazing experiences awaiting me, which will surely enrich my perspective of life.



Samantha Copé
Bowie, Maryland

I've come a long way since starting at *Eagle's Eye*. I've changed majors from journalism to film. *Eagle's Eye* has helped me grow by observing other cultures. I'm grateful for the opportunities to meet diverse people and be involved in cultural traditions. In July, I left to serve as a missionary for The Church of Jesus Christ of Latter-day Saints in the Philippines.



Raul Herrera
Las Vegas, Nevada

I've always been fascinated by the healer's art. When I was a missionary, I found fulfillment by introducing people to the healing power of the gospel. At *Eagle's Eye*, I continue to have that yearning as I write to bring people together. I hope to continue following the Savior's example as I mend spiritual and physical wounds by going into the medical field.



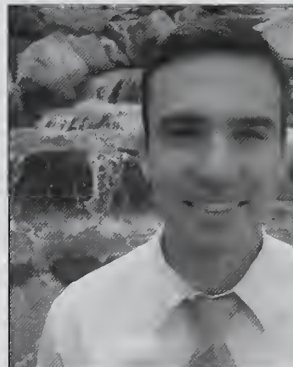
Jenna Miller
Cedar City, Utah

As a sophomore studying English, I appreciate that working for *Eagle's Eye* allows me to participate in a complete publication process. From first drafts to finished products, each step requires creativity and precision that captures my interest. I hope to develop my skill in written communication as I progress through college and eventually utilize my knowledge in a future career.



Marlena Smith
Redmond, Washington

I am currently a 2D Studio Visual Art major at BYU working towards an art teaching license. I love learning about new cultures as well as sharing my own. I feel that it is important to show one another who we are and where we've come from to create unity. I've loved working here and being a part of *Eagle's Eye* and I hope to learn and grow from this experience.



Mark Walus
Highland, Utah

My journey through school has been long. I've learned to enjoy each day and dwell on the positive side of life. The lessons learned along the way are important. My first year of marriage has been an amazing learning experience and I've loved every second. In the next year, we'll be moving to New Zealand; I can't wait for the adventures ahead.

Ducky Derby

by Mark Walus

On Saturday, May 14, the Ducky Derby was held at the new canal area south of campus. For two dollars, participants received a rubber duck to race down the canal and a hot dog from J Dawgs, a local favorite.

The races were held in heats down the stream past beautiful waterfalls and picnic

areas; the fastest duckies competed in finals where they vied for the BYU Bookstore gift cards given to the top three finishers. It was the perfect activity to showcase the new campus improvements and provide affordable fun for students.

Support, Connect, Empower

by Samantha Copé

BYU's Women's Services and Resources (WSR) is campaigning to "recapture beauty." Women of all types and ages can have issues with self worth; WSR helps them realize they are beautiful and valuable no matter what.

During the summer, WSR held a writing retreat—a full day of yoga, writing, and meditation—which offered a setting in

which women could open up to and connect with one another, and also do some self-discovering.

WSR provides other events and activities to bring women together and help overcome concerns such as eating disorders, negative body image, and relationship problems.

For more information, visit wsr.byu.edu.

Carl Bloch: The Master's Hand

by Jenna Miller

From November 2010 to May 2011, BYU Museum of Art welcomed a magnificent exhibition featuring nineteenth-century Christian artist Carl Bloch. Particularly beloved by members of The Church of Jesus Christ of Latter-day Saints, *Carl Bloch: The Master's Hand* presented the opportunity for students and members of the community to conveniently view his original works.

Carl Bloch: The Master's Hand included Bloch's famous altarpieces, such as *Christ in the Garden of Gethsemane*, as well as smaller landscape and portrait paintings. Viewers agreed the exhibition was both artistically fulfilling and spiritually inspiring.

"It's one thing to paint a human figure and call it Christ. It's a completely different thing to capture the spirit of Christ. I feel Bloch captured it beautifully," said Asia Gearheart, a visual arts major. "Visiting once, even twice, still hasn't satisfied my need to be closer to Him, to fully gather His spirit, or satisfy my awe as an artist."¹

For information about future exhibitions and events, visit moa.byu.edu.

NOTE

1. Asia Gearheart, e-mail to author, February 1, 2011.

Prehistoric BYU

by Raul Herrera

Traveling through time is a popular theme in science fiction, but Brigham Young University (BYU) has its own time machine set to prehistoric times.

Bridging the gap between the Jurassic and the present, the BYU Museum of Paleontology offers everyone a chance to look into a world where dinosaurs roamed the earth. The museum houses large collection from the Jurassic period and has been featured in many

newspapers, magazines, and television shows.¹ Free admission, convenient location, and exciting things to see make the museum a great place to go alone or with friends.

For more information on the BYU Museum of Paleontology visit cpms.byu.edu/MP/index.html.

NOTE

1. BYU Museum of Paleontology, "On Display at the Museum," Brigham Young University, <http://cpms.byu.edu/ESM/index.html>.

Former Secretary of State Addresses BYU

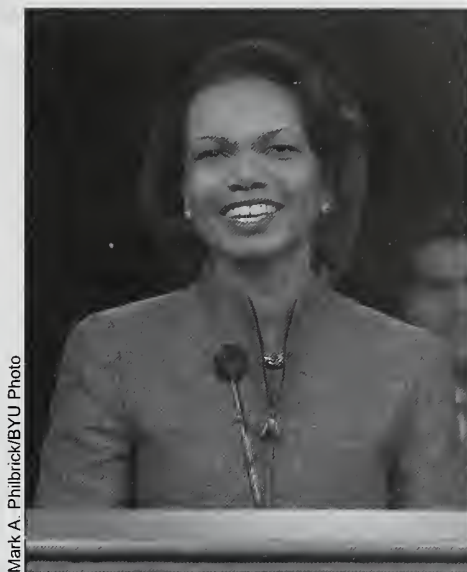
by Raul Herrera

Students, faculty, and friends of Brigham Young University gathered at the Marriott Center on January 13, 2011 and welcomed former Secretary of State Dr. Condoleezza Rice. She drew the most applause with her discussion of the American dream.

Rice focused on the potential and responsibility of every American based on what she calls the great national myth. "Ours is the log cabin. It doesn't matter where you came from; it matters where you're going. Across the world, that is admired about the United States . . . [that] you may come from humble circumstances and do great things."¹

NOTE

1. Condoleezza Rice (forum address, Brigham Young University, Provo, Utah, January 13, 2011).



Condoleezza Rice explains the American dream, the potential everybody has to become great, to a crowd of over 18,000 in the Marriott Center.

Culture Clubs

by Samantha Copé

Across campus, students celebrate culture throughout the year. In Brigham Square, the Tribe of Many Feathers sells fry bread and performs traditional Native American dances like the fancy and the hoop dance. In the Wilkinson Student Center, the Black Student Union listens to a presentation on African American spirituals and their historical importance. In the Tanner Building, the Vietnamese Student Association gathers to celebrate and share their country's New Year traditions.

Several ethnic clubs are organized under BYU's Student Service Association. The club members come together not only to unite as a culture, but also to allow other students the opportunity to explore and appreciate diversity.

For more information, visit clubs.byu.edu.

Community Corner

Midway Ice Castles

by Mark Walus

Each year, Brent Christensen creates a real winter wonderland in Midway, Utah. Using PVC pipes as irrigation, Christensen creates ice castles that spring up and freeze slowly during the winter months.¹ Christensen and his team organize the ice growth and design walkways and paths throughout the giant structures.

Midway City has given him permission to use an area on the corner of 100 North

200 West.² With ice skating and cozy restaurants nearby, the castles can complete a wonderful winter trip to Midway.

NOTES

1. Sharon Haddock, "Midway Ice Castles are a frozen fantasyland," *Deseret News*, January 9, 2011.
2. Ibid.

Below: Brent Christensen creates ice castles in Midway, Utah, by placing PVC pipes and letting water flow through them during the winter months.



Art at the Mall

by Samantha Copé

Nestled between Gap and Nordstrom sits Utah Valley University's Woodbury Art Museum at University Mall, just three miles from BYU's campus. The museum has showcased student work, art from China's Cultural Revolution, and other exhibitions.

Hidden Voices, one of the notable exhibitions featured, presented graffiti art on canvas. A gang prevention program acted as a liaison to find artists in local high schools. The students benefited from a variety of workshops focusing on this unique art form. The exhibition "acts as a conversation between artists and the local community, celebrating talent and expression while offering safe and legal space to create."¹

For more information, visit uvu.edu/museum.

NOTE

1. Woodbury Art Museum exhibition, *Hidden Voices*, Woodbury Art Museum, Orem, Utah, text panel.

The Ambiguous Adventure

by Mark Walus

The reconciliation between faith and secular learning can be one of life's most difficult challenges. This issue is particularly interesting at a school like Brigham Young University (BYU), where both academics and spiritual understanding are actively sought. One of literature's finest pieces concerning this apparent dichotomy is *L'Aventure ambiguë*—or *The Ambiguous Adventure*—by Cheikh Hamidou Kane, who won the *Grand prix littéraire d'Afrique noire* (major literary prize of Black Africa) in 1962. BYU honored Kane as he visited campus to celebrate the 50th anniversary of his award-winning book by holding a colloquium on March 17 and 18.

Kane's connection to BYU is through Chantal Thompson, a French and Italian professor on campus. She met Kane during a trip to Senegal and invited him to visit. He made his third and most likely last trip in 2011. Those who collaborated with Thompson on organizing the event included BYU's College of Humanities, Undergraduate Education and Honors, the Richard L. Evans Chair of Religious Understanding, the Center for the Study of Europe, the David M. Kennedy Center for International Studies, and Campus France.¹ The events included not only Kane but also other influential African authors and professors speaking about *L'Aventure ambiguë*, and

Voice of Africa, who provided a culturally enriching musical experience. Since the book's dilemma between faith and knowledge is typical for many BYU students, the location for the celebration was fitting.

During his first lecture, Kane said, "The situation that I described in *The Ambiguous Adventure* is indeed that of a conflict between culture and faith."² Samba, the main character, is from a culture that operates by faith. Over time, his country is subjected to western rule and secularization. "How can one escape the cultural and material underdevelopment that is at the origin of one's defeat and submission, without losing God's presence in men's hearts?"³ Kane questioned. Can social standing be improved through education without losing touch with religion? Some scholars would have no problems omitting religion. But at BYU, students and faculty seek knowledge with a desire to stay close to God, like Samba at the end of *The Ambiguous Adventure*. Thompson said, "When you feel that God is far away, what do you do?"⁴ The goal of *The Ambiguous Adventure* is to identify ways to reconcile our faith and education.

In his final speech Kane expressed, "As BYU . . . and other places of higher learning commemorate the fiftieth anniversary of the publication of *Ambiguous Adventure*,



Courtesy Lark Porter/LarkPrints Photography

Cheikh Hamidou Kane gives a speech about his book *The Ambiguous Adventure*, which emphasizes the importance of reconciling our faith and our pursuit of education.

I am filled with emotion and gratitude as the author of this novel."⁵ BYU was fortunate to have a man of Kane's humility, eloquence, and influence share personal insights into his work.

The words during the colloquium were inspired. When asked what *L'Aventure ambiguë* means to her, Thompson said, "It makes me consider and reconsider my relationship with God."⁶ It is possible to be in the world but not of it; the secular learning we gain can even enlarge our faith. Students cherished feeling this reassurance echoed through the elegance and beauty of Kane's words both over the pulpit and on the page.



Courtesy Lark Porter/LarkPrints Photography

Voice of Africa, a Utah Valley performing group, sang and danced at the Hinckley Alumni Building helping the audience feel the spirit of Africa. This, along with speeches about *The Ambiguous Adventure*, created a cultural learning environment.

NOTES

1. BYU News, "BYU symposium honors African author Cheikh Hamidou Kane March 17-18," news release, March 7, 2011, <http://news.byu.edu/archive11-mar-african.aspx>.
2. Cheikh Hamidou Kane, "The Clash of Culture and Faith in Colonial Africa: An Ambiguous Adventure" (speech, Brigham Young University, Provo, Utah, March 17, 2011).
3. Ibid.
4. Chantal Thompson, interview by author, tape recording, Provo, Utah, March 22, 2011.
5. Cheikh Hamidou Kane, (closing speech, Brigham Young University, Provo, Utah, March 18, 2011).
6. See note 4.

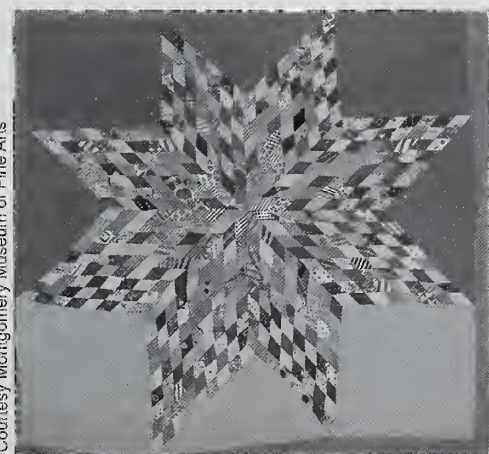
Touching Hearts Through Handiwork

by Jenna Miller

Steady hands meticulously stitch over 500 diamonds of multicolored fabric scraps to create an eye-catching, eight-point star. This “Lone Star,” or Star of Bethlehem pattern, is only one of the extraordinarily challenging but visually striking African quilt designs.

From July 1 to November 17, traditional quilt designs like the “Lone Star” and “Pig Pen,” which pictures stacked rectangle of alternating colors, hung beside more unconventional quilts on the walls of the BYU Museum of Art (MOA). The quilts, borrowed from the Montgomery Museum of Fine Art, were all made between 1945 and 2006 in the African-American tradition. These pieces of art represent centuries of expertise and tradition passed down from grandmother to mother and mother to daughter, each generation adapting and strengthening this artistic legacy of precision, determination, and creativity.

Although creating quilts began out of the need for protection against the elements, each quilt in the exhibit demonstrates that quilting has evolved over time to a more creative endeavor. The exhibit’s title, *From Hand to Heart*, recognizes the significance of looking at the quilts as a medium of personal expression.

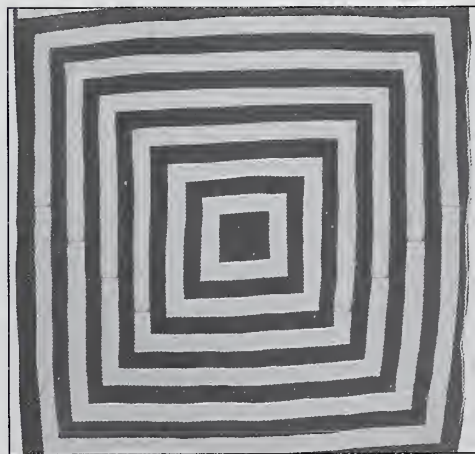


Courtesy Montgomery Museum of Fine Arts

Odell Valentine sewed over 500 pieces of fabric together to make this “Lone Star,” which she placed on a two-toned blue background to give the appearance of a star rising into the night sky.

Besides the long-established designs, some quilts in the exhibit assume the role of a narrative, using bright colors and quirky shapes to make graphic representations to tell a story. One example found in *From Heart to Hand* is “Elvis II,” by Yvonne Wells, which depicts a cartoon version of iconic singer Elvis Presley on a neon pink background and holding an oddly-shaped but undeniable electric guitar. Blending a tradition of utility with popular culture may seem incongruous at first, but it highlights the way cultural traditions change over time, taking on fresh elements of a society and combining it with pieces of legacy. “The quilts I make normally are not placed on beds. They are paintings,” said Yvonne Wells, creator of “Elvis II” as well as several other pieces in the exhibit, demonstrating how the quilts can both fill a need and act as an outlet for expression.¹

Bethany Cherry said she appreciated quilts as pieces of art that help us “remember our culture, and influence us to find out more about the great-great-great-great-great grandma who made the family quilt, for instance.” In this way, each quilt can act like a catalyst to inspire passion and interest about a particular culture. Cherry said, “Even a quilt can inspire

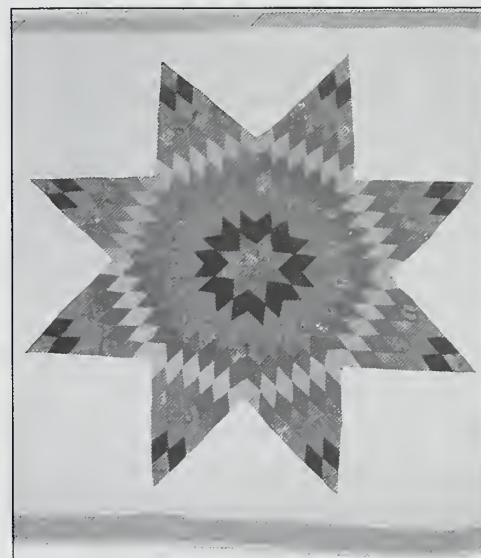


The “Pig Pen” is a popular design in the African-American quilting tradition. This quilt, whose creator is unknown, is a prototypical example of the colorful and striking effect of this design.

family history, and enrich our lives by influencing us to learn of our culture, and put a little of that culture into our daily lives.”²

NOTES

1. “Yvonne Wells Talks About Her Quilts,” *Brigham Young University Museum of Art*, Brigham Young University, Provo, Utah, September 8, 2011.
2. Bethany Cherry, email to author, December 5, 2011.



In the “Lone Star” by Mary Duncan, she alternates from bright to dark colors and patterned to non-patterned fabrics in order to create the appearance of a glimmering star.



Wells’ funky depiction of Elvis in “Elvis II” demonstrates both the meshing of a traditional art form with pop culture, and how art can help preserve history.

The King James Bible and the Restoration

by Raul Herrera

Under the commission of King James of England in 1611, a group of men from the best universities in England united for a just cause. Together, they translated the King James Bible now regarded as an “indispensable product of the Word of God.”¹ It would stand the test of time and eventually provide guidance to a fourteen-year-old boy who would change the world through his vision of God and His Son.

In 2011, Brigham Young University (BYU) celebrated the 400th year since the publication of the King James Bible. The BYU Religious Studies Center hosted an academic symposium and invited students to gain a greater knowledge on the importance of the King James Bible. Students also strengthened their testimonies of the Restoration of The Church of Jesus Christ of Latter-day Saints while learning about the Bible’s impact on Joseph Smith Jr.² Richard Bennett, Associate Dean of Religious Education said the symposium was a “celebration of [the King James]

Bible and our doctrines.”³ Professors from the BYU Religious Studies Center discussed their relevant research to commemorate the event, focusing on the history of the King James Bible and its importance to Latter-day Saints.

“By reading the Bible, we reveal doctrinal underpinnings of the Restoration,” said Professor Robert L. Millet.⁴ It led Joseph Smith Jr. to ask rousing doctrinal questions when he was fourteen. When he could no longer bear the confusion from his questions, he turned to his Bible again and found the passage in James 1:5 instructing him to ask God. Because of its message, Smith sought and received divine providence.

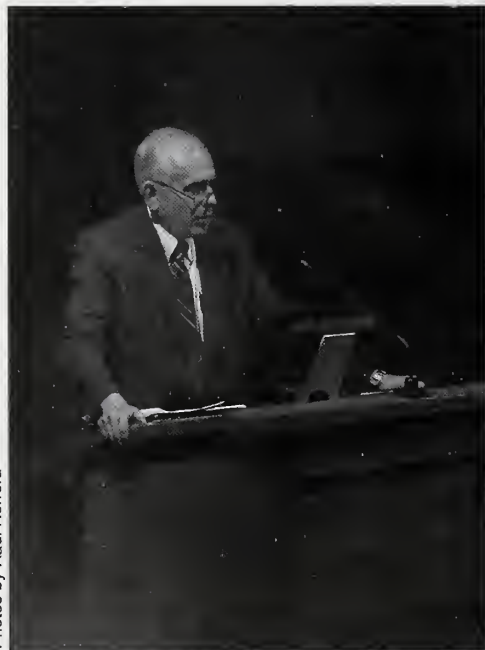
Some believe that the King James Bible is outdated and can’t relate to the present. Recently discovered resources and texts raise questions about its accuracy. However, Latter-day Saints as well as other Christian denominations revere it for its inspirational and reverential tone.⁵ “It lifts my spirit, feeds my soul, and enlightens my mind,” said Professor Millet.⁶ Divine majesty is also apparent when reading from its inspired pages. “[A] marvelous artistic and literal power and authority is found in the King James Version. No other version has that power and authority,” said Richard Bennett.⁷ Even the Angel Moroni would

quote scripture directly from the King James Bible when he would appear to Joseph Smith.⁸

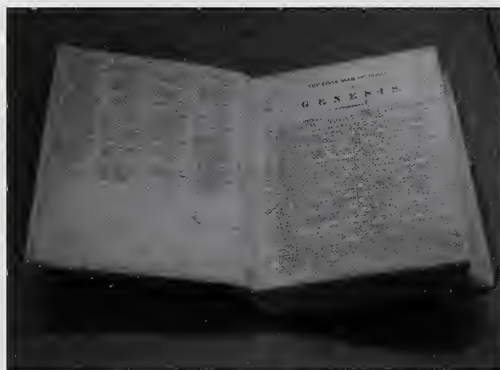
In the King James Bible, the Epistle of James counsels, “If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him.”⁹ The young Joseph Smith took James’ words and put them into action. For all who love this Bible, it is a source of comfort and peace, and for Latter-day Saints, it symbolizes the first and great stepping stone in the restoration of the Gospel.

NOTES

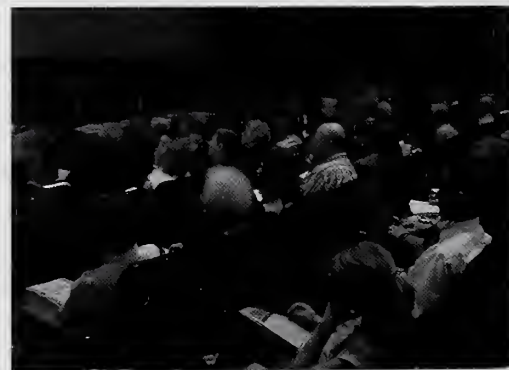
1. Kent P. Jackson, “The KJV and the Doctrine and Covenants” (symposium lecture, Brigham Young University, Provo, Utah, February 23, 2011).
2. Religious Studies Center, “The King James Bible and the Restoration,” Brigham Young University, <http://rsc.byu.edu/symposia/kjv>.
3. Richard Bennett, (The King James Bible and the Restoration Symposium, Brigham Young University, Provo, Utah, February 23, 2011).
4. Robert L. Millet, “What the Holy Bible Means to Latter-day Saints” (symposium lecture, Brigham Young University, Provo, Utah, February 23, 2011).
5. Lincoln H. Blumell, “The New Testament Text of the KJV” (symposium lecture, Brigham Young University, Provo, Utah, February 23, 2011).
6. See note 3.
7. Richard Bennett, telephone conversation with author, February 22, 2011.
8. Ibid.
9. The Holy Bible (King James Version), James 1:5. University, Provo, Utah, February 23, 2011).



The symposium featured many professors eager to share their findings on the history and impact of the Bible. Professor Richard Bennett notes that even Angel Moroni would quote from the King James Bible when he would talk to Joseph Smith.



The L. Tom Perry Special Collections displayed an 1828 King James Bible for the symposium. Joseph Smith used a copy like this as he was translating his inspired version of the Bible. Special Collections also has an original 1611 version of the King James Bible that was displayed during the symposium.



Students and members of the community learn that the beautiful language written in the Bible caused Joseph Smith Jr. to go into the woods during the spring of 1820 and commence the work of the restoration of the Gospel.

Serving Each Other

by Samantha Copé

"Everybody can be great because everybody can serve," Dr. Martin Luther King Jr. once stated.¹ King is most often remembered for his work in civil rights, but he also saw service as a unifier. "A lot of his philosophy was based around service because service is a vehicle to overcome [differences]," said Casey Peterson, Director of the Center for Service and Learning (Y-Serve). "He recognized that service is a tool to bridge [age, class, racial, and religious] gaps."² King's birthday is now recognized as a national day of service, and Brigham Young University (BYU) has become part of that celebration.

Eleven years ago, BYU began honoring King's birthday with the tradition of service. Y-Serve established Community Outreach Day, which coincides with BYU's Multicultural Student Services (MSS) commemoration of King—the Walk of Life. Volunteers can start their day with community service and finish it with the MSS office's celebratory procession across campus in memory of King. Both organizations exemplify BYU's aim to make service an integral part of education and the life that follows.

Embracing the fundamental idea of Community Outreach Day, Y-Serve collaborates with Utah Valley University (UVU). "We feel that to truly make something about the community you can't just work on your own; you have to involve others—that's what community is all about," said Chuck Krebs, a BYU student and the Community Outreach Day program director.³

In the spirit of reaching out, the Center also joined forces with United Way, a worldwide service network. Through United Way, Y-Serve was able to increase publicity and find more service opportunities. Projects included crafting security blankets for those with dementia and Alzheimer's, and volunteering at an animal shelter.⁴

Community Outreach Day is primarily geared toward student involvement, but families enjoy participating as well. Many parents said they brought their children because they wanted to teach them about service. Peterson's wife, Cammy, said, "It's been really neat for our children to learn the joy in serving. We started coming three years ago . . . and my kids were just thrilled to think that they were doing all these things for other people, and that this was actually going to benefit other people. . . . They look forward to it every year now."⁵

Although Community Outreach Day occurs only once a year on Martin Luther King Jr. Day, the Center for Service and Learning provides other volunteer opportunities throughout the year. In 2010, 126,586 hours of service were logged in their various programs, several of which were added this past year, including Paint-A-Wish, Freshman Service Corps, Heart 2 Home, and Spanish Interpreters.⁶ "You should always be willing and able to find some sort of way to do service," said

Catalina Sanchez, a Community Outreach Day volunteer who has also participated in Tutor Outreach to Provo Schools, better known as TOPS.⁷

The people at Y-Serve hope everyone will leave activities with a positive attitude to continually serve. After all, their mission is "to provide every student with a meaningful service opportunity . . . [and] to instill in the heart and mind a desire to give lifelong service."⁸

NOTES

1. Clayborne Carson and Peter Holloran, eds. *A Knock at Midnight: Inspiration from the Great Sermons of Reverend Martin Luther King, Jr.* (New York: Warner Books, Inc., 1998), 182.
2. Casey Peterson, interview by author, digital recording, Provo, Utah, February 5, 2010.
3. Chuck Krebs, e-mail to author, March 4, 2010.
4. Lisa Hammon, e-mail to author, February 23, 2011.
5. Cammy Peterson, interview by author, digital recording, Provo, Utah, January 18, 2010.
6. The Center for Service and Learning, "Statistics: Student Hours Served," *Love in Action: Annual Report 2011*.
7. Catalina Sanchez, interview by author, digital recording, Provo, Utah, March 19, 2010.
8. The Center for Service and Learning, "Mission and Purpose," *Love in Action: Annual Report 2011*.



Joseph Mosley and Nicole Baird help make a quilt that will be donated to the Linus Project, a non-profit organization which provides blankets for traumatized and seriously ill children.

Freshman Foothold

by Kaytlin Behag

Many freshmen feel lost as they try to orient themselves to the chaotic yet satisfying life of a college student. Some feel alone as they struggle to balance academics and a social life. However, few freshmen know about the abundance of resources available on campus to assist with their needs.

To help freshmen overcome the challenge of adjusting to the university and to give them a fortified beginning, the Multicultural Student Services (MSS) office created the Freshman Foothold program. In this unique program, first-year students have the opportunity to form and strengthen many positive habits that will help them flourish in college. It also unifies freshmen, encouraging the development of lasting friendships. Along with making friends, freshmen have the opportunity to feel the caring, personal support of the MSS staff.

Freshman Foothold “assist[s] freshmen with the transition from high school to college” and “empower[s] freshmen by assisting them in learning about and utilizing the necessary information, skills and relationships to develop themselves, share with others, and be successful.”¹

Freshman Foothold begins each year with the Freshmen Retreat. This is an opportunity for the students to get away from the demands of college life for a night and learn to build habits that will give them an advantage as a student at Brigham Young University (BYU). Students get the chance to relax and talk to fellow classmates who share the same anxieties and thoughts about their new life at BYU.

This year, the Freshmen Retreat’s comfortable atmosphere let students meet new friends and wind down from the stresses of transitioning to college. In the main room, freshmen, MSS staff, and upper classmen volunteers pinned their eyes on the television as the BYU football game played. The room joined as one voice and sang the Cougar fight song to celebrate the BYU victory. In the gym, a

group of students broke down the barriers of shyness and worked as teams during a few games of basketball. Across the hall sat a circle of volunteers, working on crafts and other service projects. These groups represented a few aspects of BYU life: school spirit, physical wellness, and service. When free-time came to a halt, freshmen attended workshops that taught them how to be financially and academically independent, to utilize campus resources, and to organize using a planner. Then, upperclassmen held mini-devotionals to fill each heart with the Spirit. The next morning everyone gathered and sang hymns, expressing gratitude for the blessings Heavenly Father bestows upon them. Students also learned about the Aims of a BYU education through testimony-building stories by the MSS staff. These activities helped students adjust to college life and “establish the Aims of a BYU Education as the underlying foundation by which [they] approach their BYU experience.”² This was the Freshmen Retreat, “an awesome start to a great experience.”³

Along with the Freshmen Retreat, Freshman Foothold held interactive workshops twice a month from October to March. These workshops addressed such positive habits as ... (information pending). They also allow students to spend time with the MSS staff and each other on a continual basis. Through these workshops, students slowly transform from inexperienced freshmen to confident students with a clear perspective of their future at BYU. Melba Latu said “seeing students take charge of their future and grow into themselves was very inspiring.”⁴ She had the unique opportunity to grow alongside freshmen as she worked with them for over two years as the Freshman Foothold coordinator. Julie McIntyre’s whole time at BYU improved because of her involvement in the Freshman Foothold program. She said, “... [I]t was important for me to



Kaytlin Behag

At one workshop, students get the opportunity to serve their community by making Christmas cards for soldiers, activity bags for hospitalized children, and toys for babies. By working on service projects, students learn humility as they gain gratitude for all their daily blessings.

learn how to get along with different people, and to realize that I am not the only one that feels the way I do. If I am feeling left out or lonely, chances are other people are too. When I realized this it was easier for me to reach out to others and make friends. College has been so much more fun this way!”⁵

Multicultural freshmen gain rich benefits from their involvement in the Freshman Foothold program as it gives them a solid foundation for their BYU attendance. Through steady support and workshops, Freshman Foothold gives students the resources and skills needed to flourish in a college setting, allowing freshmen to advance with confidence and ease throughout their academic careers.

NOTES

1. Multicultural Student Service, “What is Freshman Foothold?”, Brigham Young University, <https://multicultural.byu.edu/what-freshman-foothold>.
2. Multicultural Student Service, “What is Freshmen Retreat?”, Brigham Young University, <https://multicultural.byu.edu/what-freshman-retreat>.
3. Virgdant Breton, interview by author, Provo, Utah, September 24, 2011.
4. Melba Latu, interview with author, Provo, Utah, September 21, 2011.
5. Julie McIntyre, email to author, October 4, 2011.

Admission & Scholarship Deadlines

NEW FRESHMEN

Spring/Summer, Fall 2012	February 1, 2012
Winter 2013	October 1, 2012

FORMER/TRANSFER STUDENTS

Spring/Summer, Fall 2012	February 1, 2012
Winter 2013	October 1, 2012

CONTINUING STUDENTS (SCHOLARSHIPS ONLY)

Spring/Summer 2012	March 1, 2012
Fall 2012/Winter 2013	March 1, 2012

Apply for admission to BYU online at besmart.com



BYU Scholarships and Financial Aid Information

Apply for university scholarships through the "Scholarship Application" link under the BYU Route Y "School" tab. After submitting the "Comprehensive" application, students are considered for most BYU scholarships. A separate application must be completed for Spring/Summer Scholarships. *All students must reapply for scholarships each year by the appropriate deadline.*

FAFSA

For some scholarships, applicants must also complete the Free Application for Federal Student Aid (FAFSA). FAFSA 2012–2013 forms are available starting January 1, 2012.

The FAFSA also determines eligibility for Pell Grants and other federal financial aid. Students can complete the FAFSA online at www.fafsa.ed.gov. Once students have submitted the FAFSA, they must monitor and finalize the processing of federal financial aid through their personal financial center on the BYU Route Y system.

Non-BYU Multicultural Scholarships

Non-BYU scholarship opportunities are also available to students, including tribal and Bureau of Indian Affairs (BIA) scholarships. Some non-BYU scholarships require a Financial Needs Analysis (FNA). All information regarding tribal, BIA, and non-BYU scholarship FNA forms can be found through the following contact information:

Dean of Students Office
3500 WSC
Provo, Utah 84602-7918
(801) 422-4771

Upcoming 2012 Events and Deadlines

Foundations

College Preparation Program for 8th, 9th, and 10th graders

May 19, 2012

byufoundations@byu.edu

For volunteer and participant deadlines contact MSS at (801) 422-3065.

Apply Online for MSS Programs

Visit multicultural.byu.edu

Click *College Preparation Programs*

SOAR 2012

Session 1: June 25–June 30, 2012

Session 2: July 9–July 14, 2012

Session 3: July 16–July 21, 2012

Counselor applications due: February 17, 2012

Participant applications due: April 1, 2012

soar@byu.edu

Celebration of Culture Program

• *Fiesta*: October 6, 2012

Practice begins: January 2012

• *Black History Month*

Walk of Life: January 16, 2012

Celebration of Culture Program (cont'd)

Motown Dance: February 3, 2012

Children's Fair: February 18, 2012

• *Luan*: March 27–28, 2012

Practice begins: January 2012

• *Harold A. Cedartree Memorial Dance*

Competition (Pow Wow): March 23–24, 2012

Dancer registration: March 23, 2012, 4–6 p.m.,
March 24, 2012, 11 a.m.–1 p.m.

For more information about the Celebration of Culture Program, contact us at celebrateculture@byu.edu

The Humility to Listen

STUDENT SPOTLIGHT: TUALAU FALE

by Mark Walus



Mark Walus

It can be hard to be humble enough to listen. Many believe they know what's best for them and don't want advice. But sometimes it takes an observant and concerned onlooker to point us in the right direction. Tualau Fale has had the wisdom and humility to follow such people in his life—even when outcomes were unsure.

Fale was raised in Tonga. While still in high school, he was recruited by a professional Australian rugby club, a rare and impressive feat for such a young player, comparable to a teenager being a guaranteed spot on an NFL team in America. At first, Fale and his family were set on this exciting future. But after his mom had a chance to take the issue to the Lord, she approached her son with difficult news. Through the spirit, she felt that Heavenly Father had better plans for him.

Rugby was life for fifteen-year-old Fale and he had already told his friends that he was leaving to live in Australia. However, he knew that his mother had never led him astray before, so he exercised great faith and humility. "I could have easily just said, 'No thank you mom, I'm going.' But I came back and said, 'Okay, I won't go.'" He didn't know where this step would lead him but was excited to find out.

After making the tough decision not to go to Australia, breaking the news to family and friends proved difficult and even a little embarrassing. "I didn't go to school for a week," Fale said. Even though one door closed for Fale, another opportunity presented itself four months later.

His Uncle from Hawaii visited Fale in Tonga. He approached him and said, "I don't know why, but I need to take you to Hawaii." Fale talked about it with his family and felt that it was a good opportunity. Had he not faithfully trusted his mother, this door wouldn't have opened. Sometimes taking a few steps into the dark is required before we begin to see our way. Fale is certainly a good example of this principle.

A great high school football career in Hawaii attracted the attention of the Brigham Young University (BYU) football program, where he played his freshman year of college. He decided to serve a mission for The Church of Jesus Christ of Latter-day Saints after going to BYU for a year. He was able to learn and grow while sacrificing his time to serve the Lord. When reflecting on the outcomes of his decision to choose Hawaii instead of Australia he said, "I'm pretty confident in saying that I wouldn't have gone on an LDS mission and I probably wouldn't be a member of the Church." After he got back from his mission, a whole new set of decisions were in front of him—decisions that came to him as blessings from the Lord.

Although initial plans were to graduate in political science and then pursue law, Fale's direction was again influenced by others. As he was attending school he met advisors who suggested different ideas. One suggestion stood out—switching to the construction management program. Fale felt this was the path the Lord intended for him. As a result, he wasn't confused anymore. He was now confident and happy about his educational choices. "The CM program really saved my experience here at BYU . . . Once I figured out what I wanted, choices were simple."

Fale is happier than ever with his situation in life, even after sacrificing playing sports every day. "That was my life and passion for so long that it was really hard to stop. But now, those sacrifices, I think, have paid off."

He is married and recently had his second child. He owns a rugby equipment company and has ideas for more businesses in the works. These blessings are largely due to people who were placed in his path by the Lord: his mother, uncle, advisors at school, and many others. His humble heart helped him listen and develop a deep gratitude for where he is in life. "That blessing alone of still being a part of the Church trumps anything that I could possibly have."

Humility, Confidence, and Perseverance

STUDENT SPOTLIGHT: CANDICE GUTIERREZ

by Samantha Copé



Samantha Copé

“Never plateau,” advised Candice Gutierrez for those facing opposition to their aspirations. Gutierrez has experienced many unexpected challenges and triumphs throughout her life, but continues growing in humility and confidence.

Gutierrez grew up in the small town of Delano, California. Her grandparents moved there for job opportunities and were distanced from their families after joining The Church of Jesus Christ of Latter-day Saints. Coming from a Mexican-American culture where family is central, it was a sacrifice. They had to recreate a sense of family using the gospel as their new culture. Gutierrez’s parents have always encouraged her to do what she loves, but continually stress following the gospel no matter what she does. The “what” turned out to be film.

Gutierrez has always been artistic. She loved and possessed a natural talent for sculpting and drawing, but didn’t like doing art by herself. “[Those] version[s] of storytelling led me to film,” she explained. In high school she used film as her medium to complete a project and realized it was what she had been looking for. Film meant creating art with a group of people, a combination of community and creativity.

After gaining admittance to Brigham Young University, Gutierrez applied to the media arts studies major during the winter semester of her freshman year, but her application was denied. Returning to BYU in the fall, she wondered if she should reapply and feared being turned down again. “I had all these doubts about myself and about what I wanted to do, but when it really came down to it, I knew I was going to study film. I knew I was going to be at BYU at the same time so my only choice was to reapply.” During her second application process, Gutierrez was asked how she felt about being rejected. After reflecting, she realized how much she had grown between her interview in March and the one in November. She had learned to humble herself, but also gained confidence in what she felt she had to do.

Once she was accepted into the major, Gutierrez began another journey of discovery. She had originally planned to be a screenwriter, but through assignments and experience she found her love of directing. She received an opportunity to direct a commercial for her employer, Student Academic and Advisement Services, and loved the shared enthusiasm in creating characters with the actors. Directing was the perfect solution to her need for creative collaboration; she was no longer doing art alone. “I want to direct, and I want to seriously work in film. . . . My goals are to just be better [and] to be good enough that I can communicate ideas to people, to an audience.”

In addition to her film aspirations and accomplishments, she won the George H.

Brimhall Memorial Essay Contest, a writing competition created to celebrate founders of BYU. In 2010, the submissions honored Harvey Fletcher, a BYU scientist who invented hearing aids. Gutierrez, who developed speech problems from her partial deafness as a child, compared her experience to Fletcher’s in her essay: “Throughout his life, Fletcher saw what my speech therapists and doctors saw in me: the power of the unseen waiting to be discovered.”¹ As Fletcher discovered important information related to hearing and speech, Gutierrez has been able to discover her potential, not only with her ability to say her own name correctly, but to write well, and direct films. During homecoming she had the opportunity to share her essay. “I don’t consider myself speaker worthy . . . but I was at that moment,” Gutierrez acknowledged, not only humbled, but also having realized that she does have the power to communicate her ideas to people.

These experiences have caused Gutierrez to build self-assurance so she has the optimism and tenacity to fulfill her potential in the face of adversity. She perseveres in striving to do and be better in life and film. “You know, I’m not scared. I guess it’s a scary industry, and it can be scary if you’re LDS because you can be sucked in. But I have enough faith in myself, and I have enough faith in my passion for my craft that I won’t.” Gutierrez declared, “I have confidence in myself that I can do this.”

NOTE

1. Candice Gutierrez, “Harvey Fletcher: Discovering the Unseen,” *BYU Magazine* 65, no. 1 (Winter 2011): 69.

A Love of Learning

ALUMNI SPOTLIGHT: HELEN FREEMAN

by Jenna Miller



The Freeman Family. L-R, Front: Gregg, Helen. L-R, Middle: Tianna, Chris, Josh, Melissa, Catherine. L-R, Back: Stephen, Will, Matt, Justin, Jerea.

As a child, Helen Freeman quickly discovered the joy of education. “I like to learn. I love to read books. I like to be creative and learn new things,” she said. Despite Freeman’s natural academic ability, misperceptions about her ethnicity occasionally disturbed her. “My father was Hopi and my mother was Chinese, [and] because I didn’t look like the typical person in the classroom, people would make assumptions,” she said. “I liked school and did well in school. People didn’t expect that from me.”

Although Freeman felt the weight of these presumptions, her heritage was a strong motivating factor for her. “Neither one of [my parents] went to college. My mother’s from China, and she came over with my dad . . . after WWII,” said Freeman. “When she came over, it was very important for her to become an American. I remember helping her study for a citizenship test. She worked very hard at what she tried to do.”

Her parents’ diligence helped inspire Freeman to high achievement. She attained scholastic excellence, performed well on her college entrance exam, and ultimately earned a four-year scholarship to Brigham Young University (BYU). However, Freeman had to continue overcoming cultural misunderstandings.

“When I applied to go to BYU, I knew I wanted to be in education,” she said. “I went to register for classes, and I found out that because I had a Native American

background, they put me in general education [classes] instead of the elementary education college. . . . They put me in general college because that’s where they put all the Native American kids. I had to go through and change my college and do all this paperwork because they made assumptions about me because of my ethnicity.”

In spite of these challenges, common at that time, Freeman earned a bachelor’s degree in elementary education and went on to receive a master’s degree in educational psychology. Several years after graduation, Freeman moved with her husband and children to Camp Verde, Arizona, where she enjoyed being a full-time mother.

“There’s ten children in our family,” said Freeman’s son, Matthew. “I don’t know how she managed all of our schedules and getting us to [athletic] practice on time as well as helping us get good grades in school and doing all sorts of other things, but I guess she’s just amazing like that.”¹

Freeman loved this exciting period of her life and appreciated the small-town atmosphere but expressed concerns that her children might miss opportunities, particularly exposure to the arts. “When we moved to Camp Verde there was no music program here, and I really wanted my children to have the opportunity to be involved in music because I always had been.” Freeman remedied this problem by organizing a children’s choir and putting together children’s theatrical productions in Camp Verde. “They’re a lot of fun and a lot of work,” she said.

Besides blessing others with her musical talents, Freeman has also utilized her

education. After spending eleven years teaching gifted students in Camp Verde, she now teaches music from kindergarten to sixth grade, works on the school board, and serves as primary president in her Latter-day Saint ward.

Freeman suggested that earlier challenges perhaps primed her to be a better teacher and leader. “I look for individuality in the kids and try not to put them in boxes.” She noted that she constantly searches for ways to help children love learning. “I’m always trying to find the area of interest that’s the spark for them, that will make them interested to come to school,” she explained. “Every child has something that they’re really passionate about.”

Throughout Freeman’s busy life, she has remained loyal to BYU. “We’re great BYU fans,” she said, noting that all ten of her children have attended BYU or BYU–Idaho. “I really enjoyed my experience at BYU and that’s why it’s important that my kids wanted to go there,” she said. “I don’t know that they ever wanted to be anywhere else.”

Freeman’s diligence and selflessness has helped her lead a rich and fulfilling life. “I enjoy what I do,” she said, emphasizing the joy she gains from interacting with children and being a leader in her community. Freeman’s devoted work indicates that she indeed loves using her education and talents to encourage joy and learning in those around her.

NOTE

1. Matthew Freeman, e-mail to author, February 14, 2011.

Finding Joy in the Success of Others

NEW EMPLOYEE SPOTLIGHT: ESTELA MARQUEZ

by Raul Herrera



Raul Herrera

There are two paths that people can take when faced with opposition or difficulty. One is to back away from their dreams and give up. The other is to stand and confront their problem, find the inner strength to push through, and come out accomplishing their dreams.

This year, Multicultural Student Services (MSS) Office welcomed a brand new advisor ready to inspire students to choose the latter. Estela Marquez is an advisor students can trust as they walk into Multicultural Student Services in need of help. She knows how to help each individual student succeed at Brigham Young University (BYU).

Walking into Marquez's office, a student can expect to be welcomed with an infectious smile and a warm heart. Estela's empathetic character developed, in part, because of the things she's seen and learned from her experiences. Growing up in Guatemala, Estela witnessed the marked difference an education makes in the life of an individual. "In Guatemala, I saw disparities in opportunities and I always wondered, what is the response to this social inequality? I always thought it was education. Education is such a powerful resource to help you develop in life and reach your potential. So my experiences there opened

my eyes to see a bigger picture and try to dream for other things and help people in that process."

Marquez's focus on student success is also rooted in her parents' influence. Even in humble circumstances, Marquez's mother taught her that success in life comes from obtaining an education. "I was born in a small *pueblito* . . . and my parents moved to the city. They were farmers and didn't have the skills that the city required to survive so it was difficult for us . . . My mother always insisted that we needed an education. She made every effort to help us in the process, so I'm very thankful for that."

Because her previous employment involved working for the Provo School District, Marquez believes that she will fit in well as an advisor for MSS. "I was a social worker for six of the schools in the district . . . In those schools, I provided assistance to the students that were facing different challenges."

Sometimes, there are problems in the family, but Marquez recognizes the link between education and outside influences on the family. "I also assisted families and connected families with resources in the community because we know that students are more successful academically if everything in the family is working okay."

Now as an MSS advisor, Marquez hopes to build a relationship with each of her students. Marquez understands that many incoming students, returning mission-

aries, and even continuing students have to adjust to BYU culture. Just like her experience when coming to the United States from Guatemala, she knows that if students have support, they have better opportunities and more motivation to succeed. It is her desire to help her students realize she is there for that purpose.

Marquez knows that all of the things in her life happened for a reason. Her humble and loving demeanor reflects the hand of the Lord in her life. Since moving from California, Marquez can testify of the blessings from the Lord. "I think we came to Utah for a purpose. Marvelous things happened in my family. Everything has come together and now I get this amazing opportunity to work at BYU. I know that . . . the Lord's purposes are being accomplished. It has been a humbling experience for me."

It is a gift to have that desire for someone else to succeed and Marquez has this gift. As the newest advisor, students can know that Marquez can help them achieve their goals. The lessons she has learned in Guatemala, her previous position in the Provo School District, and with the hand of the Lord guiding her, she will be able to effectively guide students as a new advisor for MSS. Further, her empathy, kindness, and overall desire to help others succeed make her a blessing to the office and to her students.

Lamanite Generation to Living Legends

Forty Years of Missionary Work

by Mark Walus

Few performing groups have had the opportunity that Living Legends has had during its forty-year-history: bringing lives unto God and sharing His love through missionary work. During the late 1960s, missionaries in the Southwest Indian Mission of The Church of Jesus Christ of Latter-day Saints performed dances and songs to the people they were serving. Native American high-school students joined elders and sisters of Native American, Polynesian, and Latin descent to spread the gospel message. They quickly noticed the powerful impact their performances were having on the people. These service-based roots explain why the group has always had a strong missionary spirit. That spirit was destined to continue.

After these missionaries returned home and many of the high school students came to Brigham Young University (BYU), they reconnected with the desire to organize the group that would become Lamanite Generation. Dale Tingey, former president of the Southwest Indian Mission and current executive director of American Indian Services, felt that this was a brilliant concept and called upon the talent and experience of Janie Thompson, founder of BYU's Young Ambassadors. "I could not give him an answer, I was booked so completely," said Thompson.¹ President Tingey wisely asked Thompson if she would at least consider helping them with the audition process.



In 1992, Lamanite Generation had the chance to perform at the World Expo in Spain. Opportunities to shine on a big stage such as this are wonderful for missionary work and reaching many people at one time.



Although performances have changed over the years from this early show, singing has always been an important part of Living Legends and Lamanite Generation. Songs have ranged from contemporary to traditional as the format of the show has evolved over the years.

Thompson said that asking her to help with auditions “was a very smart move. I was dumbfounded with the beauty of the kids and the talent they had.”² She became their first director and Lamanite Generation was well on its way to great achievements. It wasn’t long before the group was taking their message to people all over the world.

Following Thompson in 1985, Ron Simpson stepped into the position bringing a wealth of experience in the music industry. Next, Randy Boothe, current director of BYU’s Young Ambassadors, took over the group in 1987. With a vast amount of experience in music and dance, especially show choirs, he brought a high level of achievement to Lamanite Generation. After Boothe, Janielle Christensen became director and remains in the position today. A few changes took place in the years to come. In 1996, Elder Oaks came and spoke to the group at its 25th anniversary celebration. He said, “Lamanite Generation has had a glorious history of accomplishments. It has used and honored this name for more than a ‘generation.’”³ After consultation with other general authorities and prominent Latter-day Saint Native American leaders, he suggested perhaps the term “Lamanite”, with all of its varied meanings, was no longer a timely designation for this group and that it might be time to consider something new. The name of the show they performed at the time was Living Legends. Since many were already familiar with this title and the group felt good about it, they came to the conclusion that this would be the perfect fit.

Photo by Mark A. Philbrick/BYU Photo



In its early years, as shown in this photo in 1977, Lamanite Generation used a variety show format with a Native American, Latin, and Polynesian theme. Today the dances performed focus on the traditional dances of these cultures and the ties they have to the Book of Mormon.

Under Christensen, Living Legends also adopted the performance format it uses today. “I just felt the show could be more powerful in its message,” expressed Christensen.⁴ Although the group is not allowed to proselyte, she felt this new format would still be accepted on a cultural and historical level. Christensen and David Tinney, a BYU faculty member and former Young Ambassador, wrote the script using language that could be found in a Native American legend. The goal of the new show, known as *Seasons*, is to tell the story of The Book of Mormon through the cultural dances of actual descendants from those spoken of in The Book of Mormon. The result is a performance which gives the audience a rich cultural and spiritual experience. Christensen said, “*Seasons* unified all the cultures involved. They now had a common thread.”⁵

This inherent spirit and beauty is the engine for everything Living Legends has accomplished and become today. The Lord has blessed them with countless missionary opportunities and continues to use them as a powerful force for good as they impress audiences with the lives they live and the love they carry in their hearts and in their performances.

The Example They Set

Gordon B. Hinckley once said, “We cannot hope to influence others in the direction of virtue unless we live lives of virtue. The example of our living will carry a greater influence than will all the preaching in which we might indulge. We cannot expect to lift others unless we stand on higher ground ourselves.”⁶

Lamanite Generation and Living Legends has always been more than just a group of performers. They have stood on higher ground and lifted those in need, often while they were touring various parts of the world. In 2003, Living Legends had the opportunity of visiting remote villages in Alaska at the request of the Alaskan National Guard. “More than just performing, we were to be part of an



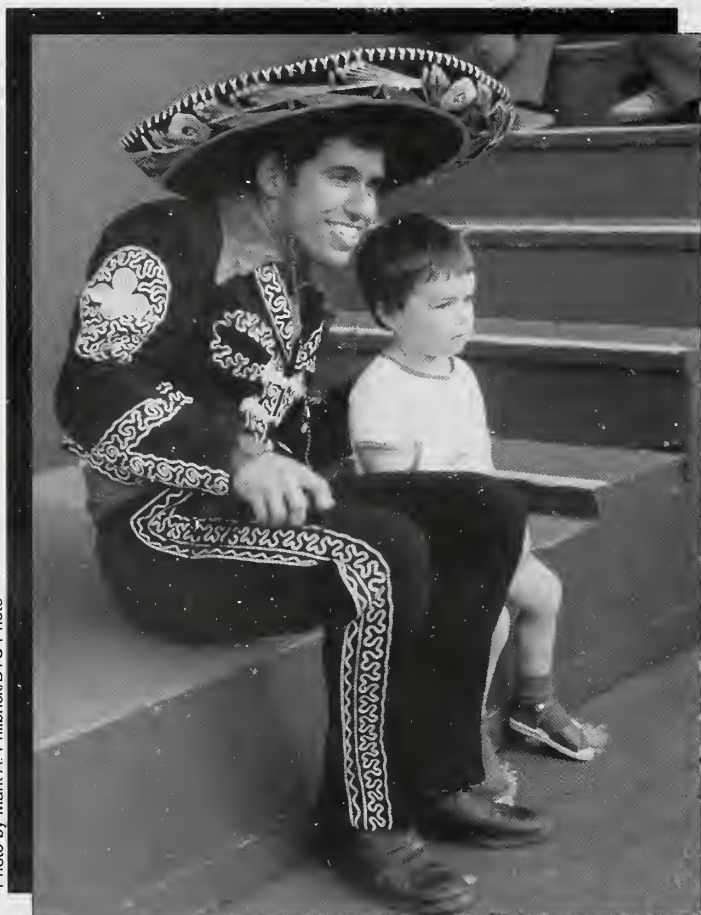
Eagle's Eye Archives



Above: Tony McCabe performs a hoop dance in Otavalo, Ecuador. Eight years after this performance in 1975, Lamanite Generation returned to Otavalo and found a stake of Zion established where there had previously been no members.

Left: The cultures represented by Living Legends have an inherent spirit and beauty. The way in which they perform sacred dances, such as this Eagle Dance in 1998, is reverent and peaceful. This is one of the many reasons why the spirit is felt by so many people during their shows.

Bottom: In 1979, Lamanite generation went on tour to Disney World in Florida. Tours such as these have given the group an opportunity to connect with children of all ages and stand as an example for good. Many lives have been touched as a result of the numerous Lamanite Generation and Living Legends tours throughout the world during the last forty years.



anti-drug campaign,” said Janielle Christensen. “It was an opportunity again to reach out with a message of hope and encouragement, especially to young people who were feeling the effects and challenges of life in these isolated areas.”⁷ Taber Rigg, who was born and raised in Anchorage, Alaska, could relate particularly well with what these youth were going through. Taber shared his story with students in Bethel, Alaska, and how he chose not to participate in drug use. When Living Legends is sent to a specific place for their tours, it is certainly no accident. They are sent to help certain people. In the case of Bethel, suicide rates were shockingly high at the time of the tour. Major Mike Haller of the Alaska National Guard’s words illustrate the hope that could be brought by Living Legends to youth struggling with hard times. “Anything we can do to bring some light into the lives of these youngsters and to help them understand that there is a vision of tomorrow, that they can have dreams and possibilities, that they can live out their passions and desires and raise their expectations for themselves higher than they’ve been is a great day. And so, in our view Living Legends will help to do that.”⁸

When considering people who save lives, doctors, EMT’s, firefighters, and policemen might be thought of, but dancers don’t usually make the list. But there in Bethel, Alaska, lives may have been saved by Living Legends. Haller said, “There’s going to be more than one young man, more than one young woman, who will come to this performance tonight who, in my mind, will absolutely not commit suicide, who will not betray themselves in their relationship with their Heavenly Father . . . as a result of what these young folks will do.”⁹

Margie Dobson, an original member of Lamanite Generation, described her experiences visiting the Native American reservations during the 70s as life changing. It was incredible, “how a show like that would impact the youth on the reservations. They needed a role model.”¹⁰ Since Lamanite Generation and Living Legends has always been composed of a diverse group of youth, they have always had a unique ability to connect with a variety of populations. The students involved with the group throughout the years have always lived their lives in accordance with the gospel. The light that shines forth in their countenances is undeniable. Their example remains as a powerful missionary tools with which the group has been blessed.

The Words They Speak

In 1975, the group toured Central and South America and continued a pattern of hard work, dedication, and service. Thompson would later call it the “eight weeks of miracles.” During their trip, Lamanite Generation underwent a variety of trials from health problems to bad weather. But the Lord was always watching over them and preparing paths for them to touch countless lives. While they were in the city of Otavalo, Ecuador, impending weather threatened to ruin their show. However, Thompson couldn’t bring herself to cancel despite the risk of damaged costumes, sets, and equipment. When the time came for the show, no one came. She instructed their small band to start playing and little by little the people flowed in. Their final number was “I Am a Child of God.” Thompson said, “A very touching scene transpired during the finale. As the cast began to sing the lovely but simple masterpiece of children’s music, ‘I am a Child of God,’ I signaled to them to go into the audience and select a few children to bring to the stage area to hold as they sang the song. . . . When the Indian parents in the audience saw this happen, they picked up their little ones and rushed almost as a body towards the cast

holding their babies out to them hoping our students would just touch them. It was an unforgettable, moving sight, full of compassion and in a way reminiscent of that sacred event when the Saviour himself blessed the little children.”¹¹ When Lamanite Generation returned eight years later, an entire stake of Zion had been established in Otavalo.

Whether the words are in song or spoken into a microphone at a fireside, Living Legends and Lamanite Generation have actively sought to share the gospel with their audiences. Sometimes they touch lives without realizing it and sometimes they’re blessed to see the results immediately. Jessica Fillmore was a member of Living Legends when they toured Austria and Germany during the summer of 2006. She said that the pre-performance devotionals were one of the reasons the Spirit was felt strongly during their dances. After a performance in Germany, a blind woman came up to one of the boys, wanting to feel his costume. Fillmore expressed, “She wanted to feel his costume so she could understand more what she couldn’t see. The woman said, ‘I didn’t see the performance, but I felt it.’”¹²

Living Legends has adopted a unique practice for a dance group. They hold devotionals before each performance to invite the Spirit of the Lord to be with them. They also hold firesides open to the public. At the firesides they share their testimonies over the pulpit and also through hymns and cultural songs. These gatherings have provided many missionary opportunities not only in Utah but in many places all over the world.

Words spoken by members of the group are consistent with the lives they lead. They bear sincere testimonies and let their light shine.

Photo by Mark A. Philbrick/BYU Photo



Lamanite Generation poses in front of the law building in 1985. The purpose of the group has always been centered on missionary work. They have been blessed with many opportunities to be a tool in the Lord’s hands.

Eagle’s Eye Archives



The Native American section of Living Legends and Lamanite Generation has always been dressed in the most stunning regalia. This has made their performances culturally enriching for audiences over the years.



Lamanite Generation poses with new friends they made while performing at the World Expo in Seville, Spain in 1992. The diverse cultures that make up the group help them to connect to a wide variety of populations. Watching them perform their native dances awakens a desire in others to learn more about where they came from and what makes their culture unique.

The Dances and Culture They Share

Throughout the years, Living Legends has presented a wide variety of dances from the Polynesian, Native American, and Latin cultures. It's an honor for the dancers to be able to perform with the support of BYU and the means to make the production a visual masterpiece.

Christensen said, "[The performers] . . . learn and see the power of sharing their cultures in an excellent way. They're very fortunate and they know it. They are dressed in the most authentic, beautiful way possible. Their shows are lit in the most beautiful way. There are scenic elements that are enhancing what they're doing . . . that's very humbling for them."¹³ These elements also aid them in touching the hearts of the audience.

However, below the surface there are much deeper reasons the dances of these cultures impact the lives of so many people. "There are a lot of different ways we can make people feel the Spirit, like [reading] The Book of Mormon or praying. But I love how we can incorporate our heritage, the very thing that God gave us, to let them know that they are someone special and God loves them. Through our dancing and our culture, we can help them know that," expressed Keoki Leong, a current member of Living Legends.¹⁴

Watching Living Legends inspires people to learn more about their ancestors. Their culture may not be represented on stage, but

watching this group of young people represent their heritage with passion and love sparks a curiosity in others concerning their own unique culture. Few performing groups have the chance to honor those who have come before them.

"These are a precious people to begin with," Christensen said. "[Janie] created a show to showcase not only the joy and beauty of these cultures, which alone is enough to entertain an audience, but also to showcase the inherent spirit and beauty that comes through these cultures."¹⁵

The 40th Anniversary Celebration

From March 24–26, the 40th anniversary of Lamanite Generation and Living Legends was celebrated at BYU with performances, events, firesides, and more. The theme "Seasons to Remember" joined all of those involved in Lamanite Generation and Living Legends throughout the years both in the heart and on stage.

On Thursday, a banquet was held for alumni before the *Seasons* performance. On Friday there was a luncheon where alumni were able to hear all four directors talk about their experiences and share their testimonies. Following the Luncheon, a fireside was given by the current members of Living Legends. During the fireside, alumni were able to bring their families to hear the testimonies shared through music and words of Living Legends.



Above: Alfredo Carrera and Michelle Ampuero Andrew perform a dance from Bolivia during the Season of Prosperity section of the group's show. This performance format, known as *Seasons*, began in 2000 and tells the story of The Book of Mormon through dances passed down from generation to generation.

Below: Living Legends' most recent tour was to Russia during the summer of 2011. Once again performers like Sam Garcia (**Back Left**) and Keoki Leong (**Back Right**) were able to bring the Spirit to the lives of many. Youth are always a focus for the group. Living Legends pays respect to our ancestors because they paved the way for us. The youth will be the next to do so. Thus, being a proper example for them to follow is vital to Living Legends.



During the showcase on Saturday, both current and past members performed again for an enthusiastic crowd of family and friends. Some numbers mixed performers from different eras. Dobson said, "One of the best parts was to see the new group join the old on stage."¹⁶ She also emphasized the excitement she felt as she was reunited with friends from Lamanite Generation and the bond she still felt with them. One of the predominant reasons for the strong bonds comes through the shared goal of bringing the spirit to other people's lives. The spirit of missionary work binds people together—this was apparent at the 40th anniversary.

At the end of the showcase children of the Alumni danced, demonstrating that the lessons learned from Lamanite Generation, Living Legends, BYU, and individual cultures are being passed down for future generations to enjoy. Jessica Fillmore was touched by the opportunity to share the stage with her mother, a Lamanite Generation alumna, and her two-year-old daughter. "It was exciting to have three generations on stage representing Living Legends."¹⁷ Overall the celebration was a time to remember the wonderful memories Lamanite Generation and Living Legends has had as well as express the spirit of love and missionary work for all to feel.

No one knew initially what the performers from the Southwest Indian Mission could become. What began as a small group of friends from the mission field became a far reaching influence that has touched thousands of lives. President Tingey was inspired when he refused to miss the opportunity of making Lamanite Generation and Living Legends a reality. The lives saved, the messages shared, the burdens lifted, and the cultures spotlighted are too numerous and priceless to quantify. From the beginning, the group was under Heavenly Father's tender care. Its evolutions were inspired and many will be forever grateful that Lamanite Generation and Living Legends were there to lift them when they needed it most.

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13. Janielle Christensen, interview by author, April 6, 2011.
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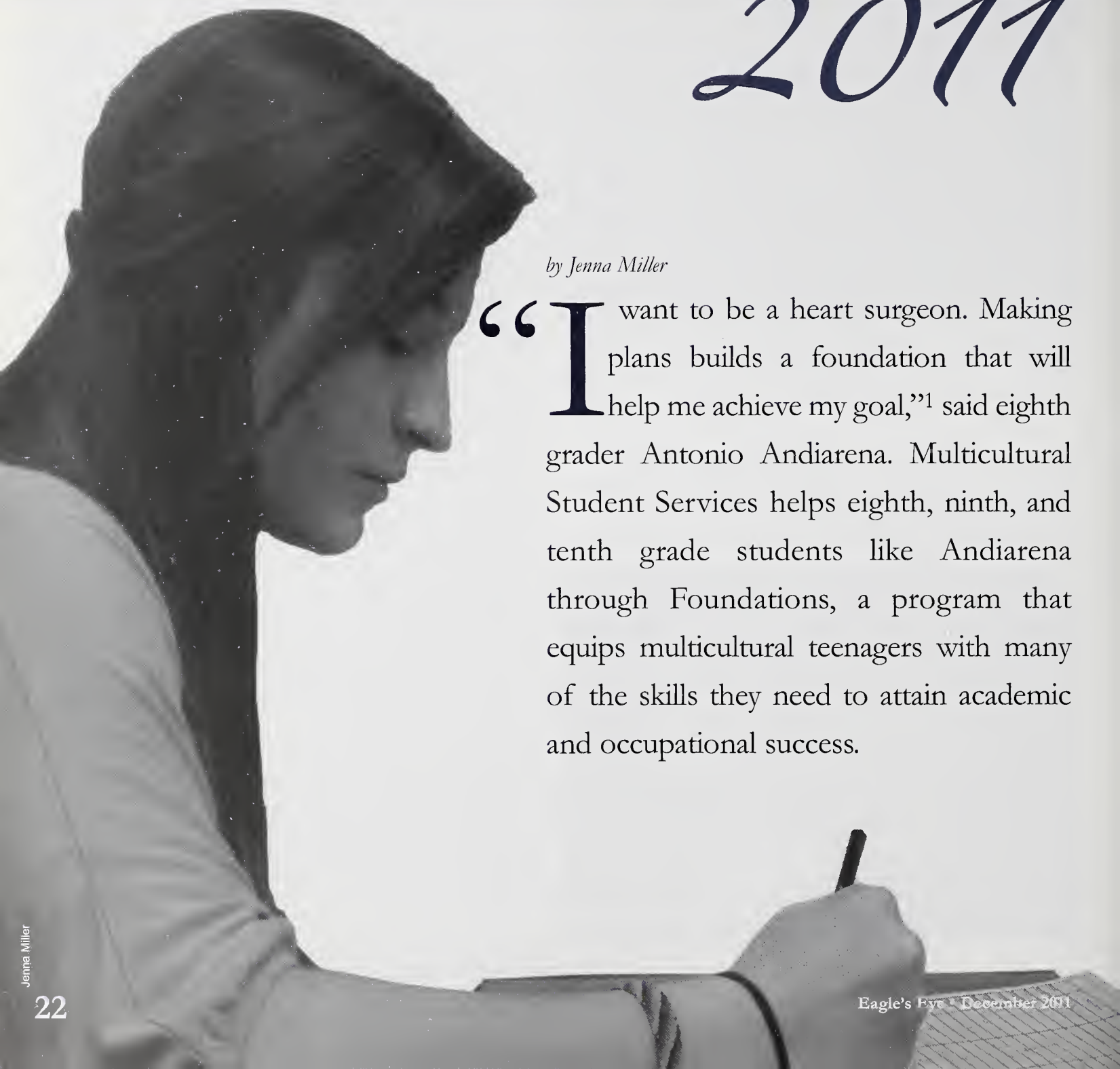
Foundations

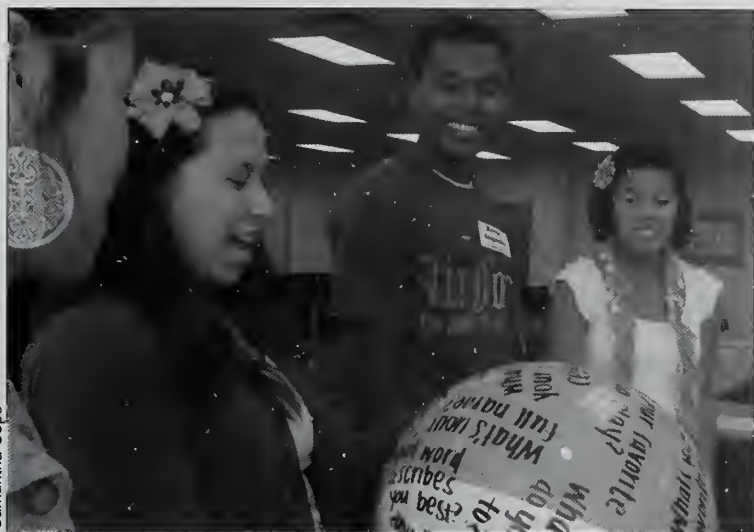
Building the Basics

2011

by Jenna Miller

“I want to be a heart surgeon. Making plans builds a foundation that will help me achieve my goal,”¹ said eighth grader Antonio Andiarena. Multicultural Student Services helps eighth, ninth, and tenth grade students like Andiarena through Foundations, a program that equips multicultural teenagers with many of the skills they need to attain academic and occupational success.





Above: Students spent time at Foundations playing games and learning about one another. Many established friendships that may continue through high school and perhaps even college.

Right: Team building activities connected students as they worked together to accomplish particular tasks. "Lava River" taught creativity, cooperation, and critical thinking skills as students worked together to get across the room.



"We try and teach students habits that will lead to higher education," said Melba Latu, an advisor over the program. "We want to teach students about setting goals and working towards them."² Students at Foundations attended workshops where they learned to identify specific goals and then created plans to accomplish them. "They're helping us to prepare for long term goals, and teaching us that some short-term goals can help with them," said eighth grader Ean Isobe.³ "Talking about priorities and goals helped me get back into focus," agreed tenth grader Heesu Hill who wants to return to BYU to study linguistics.⁴

These middle school and high school students also learned about acquiring the attitude for success, including learning about resources and seizing opportunities as they strive for success. "They taught us that you can't do everything by yourself. Sometimes you need people to help you on your way," said Isobe.⁵ Other students agreed that Foundations taught them how to expand their options and take advantages of opportunities. Nathan Bramhall, a tenth grader who aspires to someday obtain a PhD, commented, "I want to go as far as I can in my schooling, and I think Foundations will help me do that."⁶

Workshop leaders were largely student volunteers who had participated in the same programs only a few years previously. "We have a good number of students who came through all our programs, so this is a wonderful way for them to now give back," said Latu.⁷ She pointed out that the workshop leaders' own experiences in the programs made them more qualified to talk to students about the path to college. "My mentor shared about her experiences," Hill said. "I'm definitely coming back for next year."⁸

Foundations also offered seminars for parents, who learned important information about helping their children navigate academia. "The information session we had with school administration was very helpful about scholarships, admissions, and questions," said Yuu Bates.⁹ "They shared valuable information," affirmed Hyunjo Hill, Heesu's mother. "As a parent, it really helps me to have the perspective, and knowing what I can do to help Heesu prepare for college."¹⁰

Jose Enriquez, who answered questions on the parents' discussion panel, similarly expressed his respect for what Foundations accomplishes. "I struggled when I was young, learning a second language and navigating the system," said Enriquez. "Foundations is awesome. It's what is needed for the young kids. I just wish there were more who had the knowledge of coming."¹¹

As students at Foundations began planning their futures, they also had the opportunity to interact with one another, and friendships were formed that could continue on through high school and perhaps even college. "I got to meet new people, it's been fun. We've already gotten to know each other," said eighth grader Arely Malpica.¹² "Everyone's so friendly," Bramhall added. "It's like diving straight in, getting a taste of what college is."¹³

Students at Foundations recognized the value of the program in teaching them how to work with a larger perspective in mind. "Ever since I was really little I wanted to be a pilot. Aviation's a long-term goal. Getting to fly professionally takes a lot of time," said Isobe. "But I think Foundations will help me achieve that."¹⁴ Ultimately, students agreed that Foundations was an excellent step toward eventually realizing their dreams. "I want to be a nurse, and [Foundations] will help me plan what I need to do," said Malpica. "This is helping me prepare for the future and how to deal with coming challenges."¹⁵

NOTES

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8. See note 4.
9. Yuu Bates, interview by author, Provo, Utah, May 20, 2011.
10. Hyunjo Hill, interview by author, Provo, Utah, May 20, 2011.
11. Jose Enriquez, interview by author, Provo, Utah, May 20, 2011.
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15. See note 11.

SOAR 2011



Preparing a Generation

by Jenna Miller and Mark Walus

“As all have not faith, seek ye diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning, even by study and also by faith.”¹

The Summer of Academic Refinement (SOAR) program, organized each year by Multicultural Student Services at Brigham Young University (BYU), strives to teach students entering their senior year of high school the importance of attaining a university education. More importantly, students learn skills during the busy week of workshops, classes, and activities that help them learn to approach new challenges as part of a lifelong learning experience. By the end of their time at SOAR, students are more prepared to meet the challenges they will face as they finish high school and prepare to enter college.

“Our Creator expects His children everywhere to gain an education as a personal endeavor,” said Elder Russell M. Nelson. “When you leave this frail existence, your material possessions will remain here, but the Lord has declared that the knowledge you acquire here will rise with you in the resurrection.”² SOAR, consistent with the

aims of the Church, helps students gain academic and spiritual knowledge that will stay with them for eternity. With all of the distractions that can discourage students from placing their education first, it is impressive that SOAR students sacrifice a week out of their summer and dedicate it to learning and development. This dedication was apparent in the students even from the first day of the week.

After saying goodbye to parents and meeting counselors, academic advisors, and each other, students dove right into their first ACT preparation class. They had one class each day and personal study time before they took the actual test on Friday morning. “We had classes every day, and we got to choose what subjects we took, so we got to go where we needed the most help,” said Ruben Zendejas from Omaha, Nebraska. “I felt much more prepared for the ACT by the end of the week.”³ This guided studying serves as a launching pad so that students can continue studying when they return home. Sam Brown, director of SOAR and a multicultural advisor, said, “We know one week isn’t enough to prepare for the ACT and college.

Our hope is that you take this and continue on.”⁴ Learning how to prepare for a test like the ACT helps students understand how important it is to begin applying for college early. At SOAR, students learn that they already have the minds to succeed academically, they just need to put in the proper time, study, and planning. When they do, they give themselves the best opportunity to go to the school they want and become all they intend to be in life.

On Monday afternoon, students left for the CLAS Ropes Course in Provo. The course’s intent is to teach students important lessons by offering adventurous activities such as taking blindfolded leaps of faith from the top of a 20-foot pole, riding on a zip-line, climbing to the top of a challenging rock wall, and several others. With each new task, students developed skills such as critical thinking, teamwork, and confidence. KC Sosa said, “I was making new friends and I was also learning that we can’t always do things alone, we need the help of others to ‘balance’ out our lives.”⁵ The ropes course is the perfect activity to break the ice between students because they immediately need to rely on each other. This is where they started becoming a family and learning together.

After completing the ropes course and coming back to campus for dinner, students attended the Heritage Tour, where they saw and learned about different parts of BYU campus. Then it was time for devotional and lights out. During devotional, they met with their groups of six to nine as well as their counselor. They were able to share spiritual thoughts, pray together, and maintain a close-knit, comfortable atmosphere. Sosa said, “Every night we would have a devotional. In our very first devotional [our counselor] asked us if we knew what Ohana meant. He said that it meant family. He told

us that during the week at SOAR, we would be family. We would be . . . looking out for and strengthening each other.”⁶

Tuesday morning began with a cultural discussion which was meant, “first, to give students a safe place to talk about racial and cultural issues and second, to stimulate the thought process about students’ own backgrounds and how they can share them with others and face issues that might arise at BYU and in life.”⁷ Afterwards they attended the campus devotional where they witnessed how BYU strives to keep the spiritual and academic atmosphere strong throughout each week.

During the afternoon, students had the opportunity to learn about the process of admissions at BYU. SOAR particularly caters to students hoping to apply to BYU, although many students come with different universities in their sights, including other Church institutions. Later in the week, students had the opportunity to meet one-on-one with a member of the admissions committee at BYU, a helpful step even for those considering other colleges. “The main thing I love about SOAR is that they tell you literally step-by-step the admissions process. They taught us about mistakes others sometimes make and how to avoid them,” said Maya Atmojo from Santa Ana, California. “Then even after all the classes, they give you their contact information and offer to help you with essays or anything else later in the process.”⁸

In the afternoon, the group took a trip to Salt Lake City. First they went to the LDS Business College where students learned about another Church institution as an option for them. The rest of the day was spent at Temple Square, where students could explore the visitor’s centers, look at the city from the roof of the Conference Center, and even watch the Mormon Tabernacle Choir practice for

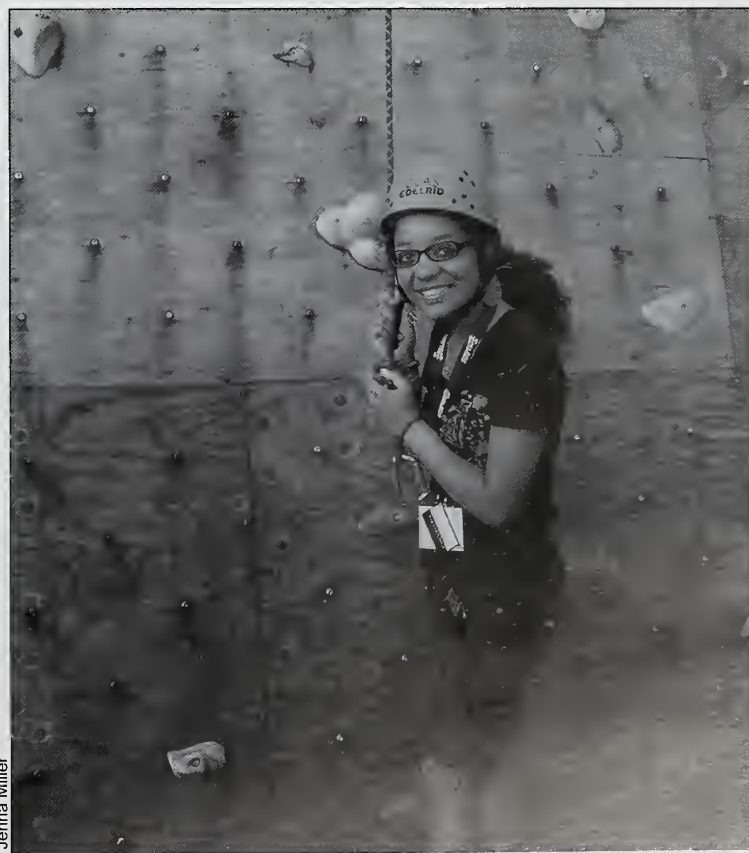
Opposite: The hike up Y Mountain was difficult, but students learned the value of completing difficult tasks and goals. After the hike, guest speakers helped them understand that success isn’t reserved to those with the most talent, but for those who work hard toward their goals.

Below: At the CLAS Ropes Course, students learned to trust one another and began developing a camaraderie that would continue growing throughout the rest of SOAR.

Right: Sarah Randolph, from Springville, Utah, prepares to climb the rock wall at the CLAS Ropes Course. Soon, friends and counselors would encourage her to the top as she would attempt to conquer the physical and mental challenge.



Jenna Miller



Jenna Miller



L-R: Jon Guzman from Middletown, NY, Sariah Tuisaula from Wasilla, AK, and John Keyes from Lancaster, CA enjoy the grounds at Temple Square. The afternoon was peaceful and spiritual as students were able to learn about the history of the Church.

The first week featured Jason Nau, a current MPA student and SOAR alumnus, and the second week Jonathan Sandberg, an associate professor in the School of Family Life. On the third week, Mark Atuaia, Special Assistant to the Dean of Students, spoke to SOAR students. Each brought with them a unique perspective and sound advice for the students to follow. Sandberg spoke about the importance of fulfilling responsibilities. He said that, "Somehow 'I don't want to' is becoming more important than 'I need to.'"¹¹ Students learned the importance of keeping their priorities straight in each of the three sessions.

Later in the day, students went on tours of the different colleges around campus so they could experience what it's like to have a class at BYU. Tours included nursing, broadcast/communications, education, engineering, and others, and provided chances for students to do anything from using high-powered lasers to injecting insulin into a sponge pad. Daniel Calvillo from Costa Mesa, CA said, "[The lab activity] was very interactive and I gained

Maya Atmojo
Santa Ana, California

"I loved SOAR in all aspects. It made us aware of how diverse we actually are, but also united us under the same culture—the LDS culture."

upcoming performances. These activities were a welcome break from the rigorous academic schedule as well as a refreshing spiritual experience for many of the students. "The spirit was so strong," said Ethan Wilkins. "We could tell that it was an important place."⁹

Most participants agreed the highlight of Wednesday was the service project they performed together. Projects varied each of the three weeks of SOAR. The first and third weeks the students attended a men's home and served the patrons there. The second week they beautified Kiwanis Park in Provo by cleaning and performing maintenance on tree skirts. "I never realized how much fun it can be to serve," said Kuulei Piena. "I learned that losing yourself in the service of others is the only true way to serve."¹⁰ Even beyond these formal projects, the students maintained their charitable attitudes throughout the week, constantly helping each other when they saw a need.

This spirit of unity was particularly evident on Thursday morning, when students followed the tradition of SOAR and hiked the Y. Although it isn't an extremely long hike, the steep incline creates a difficult challenge, and it is a special experience when students can pull together and show their support for each other. After the hike, students listened to an inspirational speaker which varied each week.

a lot of appreciation for the resources here. It helped me know that BYU prepares the student for any career."¹²

Participants finished Thursday with a culture sharing activity, where many performed songs and dances from their cultures, such as the Native American hoop dance or the Hawaiian Hula. "I never thought the group would be so diverse," said Atmojo. "But it was also amazing how similar our cultures are. Each of us was so willing to learn about each other's cultures and share about our own."¹³ Others shared objects, such as *tapa* clothes from the Polynesian islands, Native American bows, woven bags from South America, and many more. "I was excited for Culture Share. I've had many siblings attend SOAR, and they all said it was one of their favorite parts," said Ethan Wilkins from Lees Summit, Missouri.¹⁴ The activity brought an excited yet reverent feel in the garden court of the Wilkinson Student Center, with the respect and love the SOAR students felt for one another apparent to everyone present.

Taking the ACT filled Friday morning, and although each student prepared heavily for the important test, counselors urged students not to stress too much about it after the studying was done. "Remember you're more than just a test score," said Josh Meha, one of the



SOAR students attend a class to learn about the many majors BYU offers. Representatives from each of the schools came, and students rotated around to speak with each of them, getting their questions answered along the way.

SOAR counselors. “It is important, but it’s only one thing of many that colleges take into account.”¹⁵

That night, students dressed in their Sunday best for a banquet in the BYU ballroom, attended by parents and catered by Tucano’s Brazilian Grill. Counselors said public goodbyes to each of their groups, and attendees enjoyed keynote speakers Jan Scharman and Vernon Heperi. At the end, students sang a musical number called “How Can I Be?” accompanied by a ukulele.

Students agreed that one major benefit of SOAR was interacting with such a diverse group of peers, many of whom they might have never met if they hadn’t attended SOAR together. “I got to meet such fun, interesting, diverse people,” said Zendejas. “It was a really neat experience.”¹⁶ Atmojo agreed, “I loved SOAR in all aspects. It made us aware of how diverse we actually are, but also united us under the same culture—the LDS culture.”¹⁷

As the week ended, students were reluctant to leave the friends they had become so close to, but they also looked forward to their futures with greater enthusiasm and confidence. “It was an amazing experience,” said Zoe Zelaya of Chula Vista, California. “It was very eye-opening, not only educationally, but also academically, culturally, and spiritually.”¹⁸

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11. Jonathan Sandberg, speaker, SOAR Hike, July 14, 2011.
12. Daniel Calvillo, interview with author, July 13, 2011.
13. See note 8.
14. See note 9.
15. Josh Meha, speaker, SOAR Closing Banquet, July 1, 2011.
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17. See note 8.
18. Zoe Zelaya, interview with author, July 1, 2011.



Mark Walrus

L-R: Arika Black, Suva Tapusoa, and Ivette Leal watch and cheer on one of their group members at the CLAS Ropes Course. During the hours spent there, students quickly formed bonds with each other, encouraging and supporting one another from the very start of the week.



Mark Walrus

The trip to Temple Square was a spiritual experience for SOAR participants. While there, they toured the various visitor’s centers, took group pictures, and admired the beauty around them. Overall, the students became friends quickly as they interacted during the week at the many exciting activities. Together, the leadership, counselors, and students became one big SOAR family. Many said they would remember this forever.

Honoring the Past Celebrating the Future

Celebration of Culture 2011

From touching memorials to exotic foods and festive dances, the Multicultural Student Services (MSS) office succeeded in offering something for everyone during Celebration of Culture this year. The events included Black History Month, Fiesta, Lu'au, and Pow Wow, and though each provided a

different experience, they shared the ability to connect those present with their origins. Students and community members who joined in these important traditions drew closer to both their heritage and one another, unified in the genealogical and spiritual culture of the human family.



Literally meaning "the plains," the Llanos region of Colombia and Venezuela dance to the popular *musica cumbia* or cumbia music. Characterized by an upbeat and lively rhythm of drums, guitar, and the flute, dancers are able to express a variety of emotions to their audience. Here, students dig into the heritage of the Llanos region and perform *Cumbia Colombiana*, a courtship and victory dance.

Black History Month

by Mark Walus

Black History Month is a valuable opportunity to learn about black culture and to honor those passed. Spreading from late January through February each year, it consists of events that honor people who had influence on past generations. This year, the MSS office coordinated its scheduling with other organizations at Brigham Young University (BYU) and made a comprehensive list of occasions. From paying respect to Martin Luther King Jr. to learning about African American pioneers, the events differed widely, but they all contained strong reminders of our ancestors and what they did on our behalf.

The annual Martin Luther King Jr. Commemoration was held first and in two parts. The first half, called the Walk Of Life, drew almost five hundred people.¹ Those in attendance heard parts of King's speeches as they walked from the Carillon Bell Tower to the Wilkinson Student Center, where the second half of the celebration took place: the formal commemoration. It included a gospel choir, excerpts from the "I Have a Dream" speech, and keynote speaker Darius Gray. When asked why Martin Luther King Jr. was honored every year, Black History Month coordinator Anthony Bates expressed, "It's helping people to truly understand that his mission and his life was universal. It wasn't just about black rights, it wasn't just about civil rights, it was about making everyone's life better."²

Children's Fair, also held annually, invited families to learn more about black culture and history through games, music, art, and other mediums. Jordan Harvey, a member of BYU's Black Student Union, operated a booth where participants played a bean bag game and learned about prominent African-Americans. "I enjoy educating people about African-American culture," Harvey said.³ Other booths featured African art, folk stories, and pioneer history. At the pioneer booth, children learned that the Mormon pioneers were not only Caucasian, but also African and many other races too. Volunteers dressed as the pioneers and taught the children about their faith. "What's cool about these stories is that the children can relate to them. They often don't realize that pioneers are part of their culture too," said volunteer Crystal Smith.⁴

Other events during February included African-American documentaries shown by BYU's International Cinema covering topics such as music and civil rights, a special presentation about African-American music by James Burton III from Snow College, and the play "I Am Jane," sponsored by the MSS office, which detailed the journey of an African-American group of Mormon pioneers. Each of these occasions drew direct connections to African-Americans through time who paved the way for many people to reach their goals and dreams.

Each activity focused on bringing people together whether it was learning more about civil rights or showing children how wonderful their culture is. Family ties, unity, and respect for ancestry were kindled in the hearts of those who participated. BYU's Black History Month provides avenues for people to come together and learn about rich cultures, honoring those who bore so much in our behalf.



Mark Walus

Children were given the opportunity to make their own African artwork at the Children's Fair. Hands on activities like these are common at the Children's Fair and help to enrich the experience for the participants.



MSS Office

Reggie Hyppolite, Claudia Hernandez, Celina Cortez, and Kailey DeAustria gather at the Carillon Tower to light their candles in honor of Martin Luther King Junior's life and mission. The lighting of the candles symbolizes keeping King's dream alive.

Fiesta

by Raul Herrera

"*Viva las Americas!*" resonated throughout the Wilkinson Student Center as parents, students, and members of the community gathered to celebrate Latin American pride. This year's celebration honored culture as well as Latin American heroes who died for their countries.

Fiesta focused on *Amor a las Americas*, or "Love for the Americas." Participants of Fiesta kept a high level of excitement through song and dance and ended with a solemn opportunity to remember ancestors who brought freedom and independence to their respective countries. Each dance started with prominent figures from every region who acted as the catalyst for Latin American independence. These heroes represented characteristics that emulated Christ.⁵ Such a vibrant culture could not have formed without the freedom and devotion these major figures promoted.

This year's *Fiesta* focused on seven Latin American regions—*Norte*, *Centro*, *Caribe*, *Llanos*, *Andes*, *Amazonas*, and *Sur*—rather than individual

countries. Although performers came from different countries in each region, dancers were able to learn from one another while representing the region as a whole.⁶ Freshman performer in the Norte region, Natalia Arriaza, said each country had "a lot to bring and to share . . . Everything was unique."⁷

As the excitement came to a close, the audience paused for a moment of silence to honor their ancestors who died bringing each country their freedom. "My late grandfather died because he opposed Rafael Trujillo, a Dominican dictator," said Krystian Perez, a junior who participated in the Caribbean region. "I'm grateful because he saved my grandmother by sacrificing himself for his family. I thought of him as well as my family and the sacrifices they made for the freedoms now available to my people. I was more mindful of my culture and my ancestors."⁸

Fiesta was a time for reflection as well as a time to celebrate culture with vibrant colors, upbeat native dances, and riveting songs. Both the dancers and the audience bridged cultural gaps by sharing their heritage and memories of their ancestors.

Below: Students representing the Andes region during *Fiesta* performed *Carnaval Andino*, a popular fiesta dance.





The *mako* celebrates pride in the Tongan culture as expressed by dancers like Kali Masiva, a convert to the Church of Jesus Christ of Latter-day Saints. The section ended with a performance highlighting “*Koe Otua mo’ Tonga Ko’ hoku tofi’a*”—“God and Tonga are my Inheritance.”

Lu’au

by Samantha Copé

“Beloved, beloved indeed! Beloved is the sweet remembrance. Beautiful, beautiful indeed! Beautiful is the legacy of my ancestors.”⁹ The audience listened as a poem about the Polynesian islands played over the excited whispers of those about to perform. Kau’i Whitford, a junior at BYU, and Makeili Ika, a six-year-old family friend, stepped onto the stage. At the start of the show, Whitford danced as Ika sat and watched. At the close, Ika stood to take Whitford’s place and follow the example set. The two symbolized the relationship between ancestors and descendants—those who have the obligation to pass on traditions, and those who have the responsibility to honor the legacy left behind.

Each island’s section performed with their own Polynesian proverb exemplifying the overall theme of Lu’au: *Ho’oilina Kupuna*, or Living the Legacy of our Ancestors. Hawai’i began with graceful unison, paying tribute to the preservation of culture through their motions. The Samoan section recognized the blessings received through their ancestors’ acceptance of the gospel in song and dance, and through the national motto “Samoa is founded on God.”¹⁰ In “*Vilavilavevo*,” meaning “jumping into the oven,” participants acted out an ancient Fijian legend of the gift of walking on hot stones.¹¹



Jenna Miller

Deina Ige dances in *Puleono I Salafai*, a song that emphasizes the Samoan motto, “Samoa is founded on God.”

Tahitian dancers expressed the “love and sacrifice that our loved ones go through so we can have a better future.”¹² Tongan section dancers honored Joseph Smith, a religious ancestor, in addition to cultural predecessors. New Zealand participants emphasized their proverb, “*Ka to he ra, Ka ura he ra*”—as one sun sets, another rises to take its place—through songs that show gratitude to Maori ancestors.¹³

Honoring ancestors was not only important to the show, but also to the individuals who performed. Section leaders and participants honored their ancestors by teaching and learning the dances and sharing them with those who were unfamiliar. Breeahna Harvey, who performed for Hawai’i and New Zealand, said of her Hawaiian section leader, “He would always tell us, ‘You’re not dancing for the audience, you’re dancing for your *kupuna*, your family, and your ancestors.’”¹⁴ He also addressed those without a Polynesian background. “It doesn’t matter because one thing that we all have is roots, and family ties, and more than that . . . the gospel which brings us all [together] as a family.”¹⁵ Rachel Jadine, who danced in the Tongan and Maori sections, said “Even though I am not of Polynesian heritage I feel that I honored my ancestors by . . . cultivating a better understanding and relationship with the many diverse nations of the world.” She explained her brother is currently serving a mission in Fiji and she has “been curious to learn more about the people he is interacting with on the other side of the world while [she] remain[s] here in Provo.”¹⁶

Performers dedicated their time to perfecting the dances, and whether their motivation was to uphold tradition, learn new culture, or have fun, everyone came away with a stronger understanding of honoring their forbearers. Paulina Bongay, who participated in Tahiti and New Zealand, said even though her culture is not as dance-oriented as Polynesian tradition is, she feels that “any time you’re able to participate in some sort of performance or activity where you’re able to show off your talents . . . [you’re] paying tribute to your ancestors because you’re able to let your light shine and let people see you and see where you’ve come from.”¹⁷

Cedartree Pow Wow

by Jenna Miller

Spanning generations, tribes, and backgrounds, Brigham Young University's Cedartree Pow Wow unified all who attended, not only with each other, but also with their heritage. Hearts turned to fathers on the 30th anniversary of the Harold A. Cedartree Memorial Pow Wow, as many felt particular gratitude for the chance to partake in the cultural legacy. These sentiments were emphasized by this year's theme, "We will be known forever by the tracks we leave."

Youth and elders joined in a whirling, colorful spectacle as they each danced their own steps to the steadily pounding drums during Grand Entry. Dancers then competed in categories determined by age and event. Divisions included Tiny Tots, Golden Age, Traditional, Fancy, and others, each with its own meaning and history.

While songs rang out and dances flurried in the BYU ballroom, Native American cultural and food booths ran in the nearby Garden Court. Hot fry bread sizzled next to booths carrying goods ranging from beaded necklaces to clay pottery, all crafted with skills handed down from past generations.

Attendees delighted in learning more about their culture in this rich and welcoming environment. "One thing I really enjoy about Pow Wow is that I learn things about my culture I never knew before. . . . It's where I learned how to dance," said Ben Hansen, a BYU senior who served as the Head Man dancer at Pow Wow this year.¹⁸ Sarita Red Thunder, Pow Wow's Head Lady, also cherished learning more about her heritage during Pow Wow and presented each of the Tiny Tots with a small gift to thank them for their important work in continuing tradition.

Charlie Sitting Bull, a descendant of legendary Chief Sitting Bull, has been with the Cedartree Pow Wow since its beginning. "The first Pow Wow was just a couple of dancers," he said. "Modern day Pow Wow really has blossomed."¹⁹ Sitting Bull has witnessed Pow Wow's growth firsthand, participating in the event for fifteen years straight, including seven years of emceeing. This year Sitting Bull returned to compete in the Golden Age category. He explained that his extended, enthusiastic participation stems from the personal and cultural significance of this annual event. "Pow Wows are pretty special," he said. "This is our culture, our heritage. It's like renewing old friends."²⁰

Students agreed that Pow Wow helped them feel close to their roots as well as their ancestors. "I am from the Navajo reservation and I get homesick, so Pow Wow is something I look forward to," said Shelby Willie, a BYU student volunteer. "I feel like it is close to what my ancestors used to do, being with each other and strengthening each other for the challenges ahead."²¹

Each event in Celebration of Culture was consistently rich in community and diversity, providing a network of connections to the past, present, and future. Attendees reflected on their ancestors and performers showed gratitude for their sacrifices with enthusiastic dedication to sharing, understanding, and preserving culture for

coming generations. The influence on participants reached beyond the event with continued cultivation of love for culture.

NOTES

1. Anthony Bates, interview by Bryce Hanks, digital recording, Provo, Utah, January 11, 2011.
2. Ibid.
3. Jordan Harvey, interview by author, Provo, Utah, February 19, 2011.
4. Crystal Smith, interview by author, Provo, Utah, February 19, 2011.
5. Liz Ricardo, interview by author, digital recording, Provo, Utah, February 9, 2011.
6. Lucky Fonoimoana, interview by author, digital recording, Provo, Utah, January 28, 2011.
7. Natalia Arriaza, interview by author, Provo, Utah, February 26, 2011.
8. Krystian Perez, telephone conversation with author, Provo, Utah, March 11, 2011.
9. "Ho'oilina Kupuna: Living the Legacy of Our Ancestors," BYU Lu'au 2011, Multicultural Student Services, Brigham Young University, program.
10. Ibid.
11. Ibid.
12. Ibid.
13. Ibid.
14. Breeahna Harvey, interview by author, digital recording, Provo, Utah, April 6, 2011.
15. Ibid.
16. Rachel Jadine, e-mail to author, March 31, 2011.
17. Paulina Bongay, interview by author, digital recording, Provo, Utah, March 31, 2011.
18. Ben Hansen, interview by author, Harold A. Cedartree Memorial Pow Wow, March 25, 2011.
19. Charlie Sitting Bull, interview by author, Harold A. Cedartree Memorial Pow Wow, March 26, 2011.
20. Ibid.
21. Shelby Willie, e-mail to author, March 23, 2011.



Before the competitions started, dancers joined together to perform the Grand Entry.





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